

**GEORGIA RACE TO THE TOP
INNOVATION FUND
APPLICATION FACE SHEET**

SECTION 1: APPLICANT AGENCY

Applicant Agency (Legal Name): **Georgia Leadership Institute for School Improvement**

Legal Mailing Address: **1755 North Brown Road, Suite 200**

City: **Lawrenceville** County: **Gwinnett** State: **Georgia** Zip: **30043**

Federal Employer I.D. #: **45-5209297** DUNS #: **07-852-2148**

Congressional District #: **11th**

Executive Officer Name: **Gale Hulme** Title: **Executive Director**

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SECTION 2: PARTNERSHIP LEAD CONTACT

Contact Name: **Leslie Hazle Bussey** Title: **Chief of Staff**

Street Address: **1755 North Brown Road, Suite 200**

City: **Lawrenceville** State: **GA** Zip: **30043**

Telephone: **314-409-5583** FAX: **678-690-5216** Email: **leslie.hazlebussey@glisi.org**

SECTION 3: FISCAL CONTACT

Contact Name: **Leslie Hazle Bussey** Title: **Chief of Staff**

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City: **Lawrenceville** State: **GA** Zip: **30043**

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SECTION 4: PROJECT INFORMATION

Project Name: **Community Partnership for a Quality Pipeline of Effective High School Leaders**

Partner Names: **1) Georgia Leadership Institute for School Improvement, Inc. (GLISI); 2) Georgia Partnership for Excellence in Education (The Partnership); 3) Thinkgate; and 4) Paulding County Public Schools (PCPS)**

Priorit(ies) Addressed: **Priority 3: Growing a Leader Pipeline**

Grant Amount Requested: **\$260,784 (Y1)**

SECTION 5: PARTICIPANT DATA:

Approximate number of students served: **6,879 high school students; 28,298 students K-12**

Population of focus (i.e. age, gender, race): **Superintendent and assistant superintendents (4), and the principals (4), assistant principals (12), teacher leaders (16), and teachers (394) at East Paulding High School, Hiram High School, North Paulding High School and South Paulding High School. In addition, community leaders in Paulding including the Paulding Chamber of Commerce, Paulding County school board members, civic groups, health, advocacy, religious, media and public library leaders.**

SECTION 6: SERVICE DELIVERY AREA

Primary county or counties to be served: **Paulding County**

List other counties to be served (if any): **N/A**

Congressional District(s) to be served: **11**

SECTION 7: PROGRAM ACTIVITIES

Engagement and strategic planning with community stakeholders; individual and team-based leadership training for district, school and teacher leaders; on-site coaching and facilitation for district/school leaders and teacher teams; consulting to adapt technology and data platform to support implementation and communication of goals.

SECTION 8: APPLICANT AGENCY FISCAL INFORMATION

1. Month of Fiscal Year End: **June**
2. Attach to the application, the applicant agency's financial audit.
3. Is applicant agency delinquent on any federal debt? **NO** **YES** If yes, attach a detailed explanation.
4. Did applicant agency receive 80 percent or more of its annual gross revenue in federal awards in its preceding fiscal year; and \$25,000,000 or more in annual gross revenue from federal awards and in so doing is required to comply with "Federal Funding Accountability and Transparency Act"? **NO** **YES** If yes, attach names and total compensation of the five most highly compensated officers of the grantee.

Community Partnership for a Quality Pipeline of Effective High School Leaders

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Executive Summary

In response to Priority Three of Round Three of the Georgia Race to the Top Innovation Fund, (Growing the Teacher and Leader Pipeline), the *Community Partnership for a Quality Pipeline of Effective High School Leaders (the Partnership)* submits the following proposal. The mission of *the Partnership* is to prepare a pipeline of effective school leaders in Paulding County to yield sustained high quality teaching and student outcomes in all high schools so that students graduate prepared for the demands of college and careers. The partnership of four organizations includes Paulding County Public Schools (PCPS), the Georgia Leadership Institute for School Improvement (GLISI), the Georgia Partnership for Excellence in Education (Georgia Partnership), and Thinkgate. These partners share a collective vision of sustained district talent management practices that build a robust pipeline of thoughtfully selected, prepared, and supported secondary school leaders who have the knowledge and ability to improve the college and career readiness of all high school students in Paulding County.

In high schools, driving change toward preparing all students for college and career readiness requires leadership focus sustained for at least six yearsⁱ before observable improvements in student achievement will occur. Because the average tenure of high school principals in Paulding is under three years, it is no wonder that high school change initiatives get little traction before they are disrupted by a change in leadership. Further, there is strong research evidence tying principal turnover with teacher turnover, and teacher turnover with low student achievement.ⁱⁱ Therefore, there is a pressing need to prepare and retain a cadre of effective high school principals to share the leadership mantle, seamlessly step into leadership vacancies, and lead sustained improvement in instruction and student achievement.

The Partnership will serve four of the five high schools in Paulding County, a suburban county located 45 minutes northwest of Atlanta which meets the definition of a high-need LEA with 39% of students eligible for free or reduced meals. The four participating high schools are led by 16 high school leaders including four principals and 12 assistant principals, who support 394 teachers who in turn directly serve 6,879 high school students. *The Partnership* will provide direct services to four district leaders including the superintendent four principals, 12 assistant principals, and 16 teacher leaders selected from among the four participating high schools. The project design employs three strategies to build a robust pipeline of effective high school leaders: i) facilitated community engagement; ii) innovative high school leader pipeline development; and iii) district talent management infrastructure. The partnership believes that by building broad community support through community engagement, developing secondary leadership teams to use data to improve college and career readiness, and supporting district talent management that aims to grow, support and retain a robust pipeline of aspiring, new and current leaders, Paulding County will improve instruction and student support of high school students, which will result in improved student outcomes.

This project is designed with sustainability in mind. By building community and leader capacity through the three strategies of community engagement, team-based high school leader development, and district talent management infrastructure, *the Partnership* is confident that Paulding County will be equipped to continue to identify and prepare promising high school leaders, as well as develop current high school leaders' ability to lead improvements in student achievement, well into the future.

Section 1: Partnership Overview (10 points)

The mission of *the Partnership* is to prepare a pipeline of effective school leaders in Paulding County to yield sustained high quality teaching and student outcomes in all high schools so that students graduate prepared for the demands of college and careers. The partnership of four organizations includes Paulding County Public Schools (PCPS), the Georgia Leadership Institute for School Improvement (GLISI), the Georgia Partnership for Excellence in Education (Georgia Partnership), and Thinkgate. At the heart of *the Partnership* is a shared vision of sustained district talent management practices that build a robust pipeline of thoughtfully selected, prepared, and supported secondary school leaders who have the knowledge and ability to improve the college and career readiness of all high school students in Paulding County.

The Partnership has a high probability of success based on the mission alignment of each partner organization tightly focused on improving student achievement, as well as the track record of success each partner brings to the endeavor. The mission of PCPS is to prepare *all students* for success in the 21st century. The mission of the Georgia Partnership is to inform and influence Georgia leaders through research and non-partisan advocacy to impact education policies and practices for the improvement of student achievement. The mission of Thinkgate is to improve teacher effectiveness and student achievement by providing a customizable performance management software solution that supports instructional improvement. As lead partner, GLISI's mission is to develop world-class education leaders who advance student achievement and organizational effectiveness.

Each partner brings expertise and experience in key domains of the proposed work. Leaders in PCPS including the superintendent and other central office leaders have demonstrated commitment to pursuing *the Partnership* mission through the multi-year investment of time and resources in developing their current school leaders consistent with their strategic plan. The Georgia Partnership has a track record of success in bringing together a broad swath of stakeholders in local Georgia communities including Forsyth, Troup, and Butts Counties and Marietta City and galvanizing action and support among those stakeholders to advance student achievement in schools. Thinkgate has a track record of success in helping nearly one million students in 170 districts to improve student performance through the adoption of strong data utilization strategies, including the state's largest school district, Gwinnett County Public Schools.

As lead partner, GLISI brings over a decade of experience implementing large, complex and rapidly growing projects focused on building leader capacity in Georgia school districts, including the successful administration of multimillion dollar grants from the US DOE and prominent private foundations. GLISI's flagship program, Base Camp and Leadership Summit (BC/LS), was developed in 2001 by a cross-sector coalition of partners including leaders from state government, business leaders, non-profit community partners, higher education partners, and exemplary K-12 educators. In GLISI's pilot year, 12 districts attended BC/LS. By the second year, GLISI scaled up to 36 districts. The average number of districts that partner with GLISI each year for BC/LS is 38 districts. To date, GLISI has served 415 teams of district and school leaders and helped 4,584 leaders learn leadership processes necessary to build strong organizational cultures that focus on improving all students' college and career readiness. BC/LS is also an example of GLISI's efficacy in executing programs associated with positive student outcomes. Analysis of graduation rates in BC/LS districts from 2007 – 2010 found that on average, the graduation rate in BC/LS districts increased by 4.4 percentage points over the average Georgia district in the same time period.

GLISI is equally well-known for its federally-funded leader pipeline development program formerly known as Rising Stars, which has prepared many of Georgia's current principals through performance-based professional learning sessions, guided clinical practice, and the support of trained coaches and school or district sponsors. To date, 586 aspiring leaders have completed the program. One exemplar of many success stories of the program is found at Henderson Middle School in Butts County, where Principal Jay Homan, who participated in Rising Stars, presided over instructional improvements that led to closing the achievement gap in 6th grade by four percentage points in Reading from 2008-2011, and by six percentage points in Math in that same time period.ⁱⁱⁱ

Most important to the operational success of this partnership, GLISI has worked with all partners successfully in the past, including providing year-long on-the-ground school improvement consulting support to PCPS, collaborating closely with the Georgia Partnership on another grant serving disadvantaged student populations in two districts, and working as thought partners with Thinkgate leadership to improve GLISI's core training through integration of more sophisticated eLearning and database technologies.

Section 2: Need for Project (10 points)

There are three pressing needs for the proposed partnership: 1) it is focused on the unique setting of high schools which have been underserved as measured by persistent failure to make AYP; 2) it is focused on creating and retaining a pipeline of leaders in schools where principals turnover every two and one-half years; and 3) it aims to improve college and career readiness in a community where nearly 25% of students that begin 9th grade fail to earn a high school diploma in five years. This partnership will serve

four of the five high schools in Paulding County, a suburban county located 45 minutes northwest of Atlanta which meets the definition of a high-need LEA with 39% of students eligible for free or reduced meals. (The high school which will not participate in this grant, Paulding County High School, is designated a Priority school under Georgia's new accountability system and is already undertaking substantial reform initiatives under the School Improvement Grant umbrella. District and school leaders in PCPS determined that adding additional demands on leaders at Paulding County HS would be detrimental to the success of those existing improvement initiatives).

The Partnership is focused on the unique context of high schools, a setting that has been resistant to efforts at innovation and improvement. In Paulding County, climate survey data from 2011 indicate a substantial difference between teacher perceptions of elementary and high school settings. While 64% of elementary teachers in PCPS would assign their school a grade of "A," only 36% of high school teachers in PCPS would do the same. In 2011, 83.09% of elementary schools in Georgia successfully made AYP while only 41.45% of Georgia high schools were able to do so, a pattern that has been consistent over the last five years. This state pattern is mirrored in Paulding County in which three out of the four participating high schools did not make AYP in 2011. Paulding also mirrors a national trend that may explain poor high school performance uncovered in a 2009 study in Texas which found that more than 50% of newly hired high school principals stay for fewer than three years; fewer than 30% stay for longer than 5 years.^{iv} Each of the four participating Paulding high schools has had an average of two principals in the last five years, meaning that the average tenure of high school principals in Paulding is approximately 2.5 years. Research on school improvement points to the importance of having effective teachers in every classroom; however, the capacity to find, grow, and keep those teachers is influenced by skilled leaders who create a culture of high expectations for all students while providing teachers with support to deliver rigorous instruction.^v In high schools, driving change toward preparing all students for college and career readiness requires leadership focus sustained for at least six years^{vi} before observable improvements in student achievement will occur. Because the average tenure of high school principals in Paulding is under three years, it is no wonder that high school change initiatives get little traction before they are disrupted by a change in leadership. There is a pressing need to prepare and retain a cadre of effective high school principals, as well as a system for preparing a pool of ready leaders to share the leadership mantle and seamlessly step into leadership vacancies.

Building in this kind of leadership stability not only leads to less churn when principals turnover (and ideally it leads to *less* principal turnover), but more importantly, it leads to improvements in instruction and student achievement. With an adjusted cohort graduation rate of 76%, each year at least 271 students in Paulding drop out of school,^{vii} ostensibly failing to obtain a high school diploma. Even as the standard of high school graduation remains elusive for many students, simply meeting the bare

minimum requirements to complete high school is not enough. When high schools fail to prepare graduates to succeed in college, post-secondary training, or career pursuits, the short- and long-term economic and social impact is grave.^{viii} If Georgia students make it out of high school with a diploma and go on to attend a 2-year or 4-year institution, 60% drop out before obtaining a credential.^{ix}

Such failures are especially alarming in light of the transition to a high skill, high wage economy where post-secondary credentials are essential for young people to forge a life of dignity, economic independence, and civic engagement.^x Higher levels of education or specialized training are associated not only with greater earning potential,^{xi} but with better healthcare, lower incidence of incarceration, and higher rates of civic involvement.^{xii} The need for *the Partnership* therefore is not only to address the high school principal turnover and post-secondary success of students in Paulding County, but to secure a strong economic future for greater Paulding County and surrounding communities.

Section 3: Quality of Project Design (30 points)

The Partnership will directly serve four of the five high schools in Paulding County, led by 16 high school leaders including four principals and 12 assistant principals, who support 394 teachers who in turn directly serve 6,879 high school students. Paulding County enrolls 28,298 students in 20 elementary schools, eight middle schools, and five high schools system-wide, all of whom will be beneficiaries of a partnership that prepares a pipeline of effective school leaders in Paulding County to yield sustained rigorous and engaging instruction in high schools across the county. *The Partnership* will provide direct services to four district leaders including the superintendent, four principals, 12 assistant principals, and 16 teacher leaders selected from among the four participating high schools. To achieve our mission, *the Partnership* has articulated five goals (see Scope of Work for detailed description of implementation steps aligned to each goal):

1. Increase community awareness, advocacy, and support for building a cadre of secondary school leaders who have the knowledge and ability to successfully increase the college and career readiness of all students
2. Develop a cadre of secondary school leaders who have the knowledge and ability to successfully increase the college and career readiness of all students
3. Increase the retention rate of high school principals
4. Increase the capacity of high school principals to create a climate of support and growth associated with teacher retention and satisfaction
5. Increase student academic achievement and outcomes

We propose three strategies to achieve these goals: i) facilitated community engagement; ii) innovative high school leader pipeline development; and iii) district talent management infrastructure.

Strategy 1: Facilitated Community Engagement. The Georgia Partnership for Excellence in Education will facilitate a community engagement process focused on improving high school student college and career readiness in Paulding County. The first step in the process is to conduct research on post-secondary outcomes of Paulding students, and on the influence of a stable, quality pipeline of principals on these important student outcomes. Next, stakeholders throughout the community – identified in collaboration with PCPS leaders, but likely to include community leaders such as the local board of education, chamber of commerce (see letter of support), civic clubs, media, parents, post-secondary representatives, faith community leaders, and others – will be convened for an Education Summit to present research findings, and to raise awareness of the relationship between economic vitality of the community and the quality of the high school principal pipeline. Out of the Education Summit will emerge a Community Action Plan that identifies goals and specific actions for various stakeholders in the community to take in support of preparing a strong high school principal pipeline. Georgia Partnership for Excellence in Education will then work with various community stakeholders to implement the Community Action Plan, deepening existing relationships and encouraging the development of new relationships among community stakeholders, PCPS, and other organizations and resources. Thinkgate will support this process – and the ongoing project – by capturing and publicly communicating these goals and metrics using the existing technology platform in Paulding County. By the end of the grant, we expect to meet the following performance goals: stakeholder perceptions regarding school leadership and academic preparation will increase in 100% of participating schools; the percent of students in participating principals’ schools enrolling in postsecondary institutions will increase by 5% over a two-year period; and the dollar amount raised or leveraged to support implementation of high school leader pipeline development after the grant period ends will be \$25,000 or more.

Strategy 2: Innovative High School Leader Pipeline Development. GLISI will help Paulding County to develop a quality high school leader pipeline. Drawing on lessons learned from working with ten Georgia districts on a Bill and Melinda Gates Foundation grant, GLISI will work with district leaders to select high-performing members to participate on secondary leadership teams. Consistent with Priority Three criteria for recruiting and selecting program participants, the selection process will require three elements, informed by research on effective principal preparation^{xiii}: 1) district leader endorsement and invitation to each applicant; 2) completion of a written application which will be assessed against these criteria: professional resilience, strong communication, and the ability to be self-reflective; and 3) completion of Gallup’s Principal Insight to assess motivations to lead, dispositions toward collegiality, and passion and commitment to the important mission of preparing all students to be ready for college and career. Only applicants who receive district endorsement and perform satisfactorily on the written application and Principal Insight will be admitted.

Once selected, leadership teams will be taught an innovative performance-based curriculum in Professional Learning Community (PLC) sessions every other month (five PLC meetings in Year One, three PLC meetings in Year Two). Consistent with Priority Three criteria for implementing an innovative evidence-based, data-driven curriculum, the curriculum will focus on leading high-performing and effective high school teams in analyzing data, monitoring college and career readiness indicators, and developing instructional and community engagement interventions to improve those indicators. Unlike traditional programs in which individuals participate in isolation, the PLC sessions intentionally place aspiring leaders on teams of their colleagues, “working on the work” of their district, understanding that even an extremely well-prepared leader, if alone, cannot affect change in a resistant system. District leaders will be encouraged to include individuals in the following roles on the team to enhance the development of team members who are aspiring leaders: counselors, post-secondary partners; and middle school leaders. Through the grant, Paulding County will subscribe to the National Student Clearinghouse (NSC) database. A key feature of the PLC curriculum will be authentic performance-based tasks in which aspiring leaders will use historical data on post-secondary outcomes of their students to develop intervention and programmatic/organizational change strategies that change trajectories of students who are not on track to meet the challenges of college or work after high school. Thinkgate will play a key role in incorporating NSC data into the existing data platform in Paulding County, permitting analysis of those postsecondary data within the same system where teachers are already able to analyze Paulding’s current formal and informal student assessment data.

In addition to PLC sessions, each participating school team will receive four coaching visits per year of the grant to provide custom support and performance feedback from a trained high school principal consultant with successful experience leading school improvement. Coaching time will be planned based on school improvement goals and results of individual assessment data. Coaching and PLC sessions will be further complemented by the use of a library of over 80 self-guided performance-based modules that can build leader capacity in a wide range of leadership domains. To facilitate the sharing of data in teacher leader teams, and communication around leader performance during walkthroughs and performance feedback sessions, iPads will be purchased for shared use among district leaders (4) and for each school team (3 iPads per school team). Finally, at the beginning of Year Two, a full district team will attend GLISI’s Base Camp and Leadership Summit training to facilitate planning, coordination, and execution of district-wide improvement plans permitting aspiring leaders the opportunity to contribute meaningfully in leadership positions to the work of the district. By the end of the grant, we expect to meet the following performance goals: one hundred percent (100%) of participating school leaders will earn a score of “Proficient” or “Exemplary” on pre-selected standards from Leader Keys; eighty-five (85%) of participating principals will increase their leadership practice and performance, as measured by LKES or

PrincipalInsight; the percent of students in participating principals' schools who meet or exceed standards on Mathematics I End-of-Course Tests (EOCT) will increase by 6% over a two-year period; and the achievement gap between highest and lowest subgroups in graduation rates in participating principals' schools will close by 5 percentage points over a two-year period.

Strategy 3: District Talent Management Infrastructure. This partnership does not believe the ultimate goal of a “pipeline of effective high school leaders” is to insure against perpetual turnover in the principal’s office; we want to stop turnover in the principal’s office. The pipeline should deepen the practice of leadership throughout the school, increasing the quality of teaching and learning, while sustaining a strong principal at the helm. What can be done to entice strong principals to stay? The most compelling “support service” to principals and aspiring leaders is a professional climate within the district that provides clear expectations, recognizes high performance, and delivers quality, individualized resources that help leaders increase their ability to lead improvements in student achievement. Consistent with Priority Three criteria for providing support services for participants, GLISI will help district leaders create the conditions needed to support new high school leaders through the difficulties common to early career principals. GLISI will draw on a suite of talent management tools developed in partnership with district leaders across Georgia to assess district talent management infrastructure and ensure processes are in place to support and retain the pipeline of effective high school principals after the conclusion of their initial development experiences. Such tools include protocols for developing and validating leader competencies aligned to the Georgia LKES, creating job descriptions aligned to those competencies, and implementing the LEM and professional learning that supports and rewards continued principal growth and retention. In addition, participating district leaders will observe and participate in three to five coaching visits with aspiring leaders, and receive mentoring in how to provide effective performance feedback that communicates expectations and support for aspiring and current high school leaders. By the end of the grant, district leaders will have developed: 1) leader competencies that define performance expectations for Paulding County principals, differentiated by leader experience level; 2) policies and processes for selection and hiring that reflect and use the competencies, such as interview protocols, scoring guides, and placement matrices; and 3) inventories that enable district leaders to interpret LKES data and develop custom professional development curriculum to support improvement of individual leader practice. In addition, we expect to meet the following performance goals: one hundred percent (100%) of (desired) principals who were seated for at least one year at the beginning of the grant will achieve tenure of ≥ 3 years; the number of known qualified candidates for secondary principal vacancies will increase.

The Partnership proposed here advances an exceptional approach to building a pipeline of effective high school leaders as a strategy for improving college and career readiness for all high school

students. *The Partnership* is distinguished from more widely adopted strategies by its emphasis on community engagement. Because the impacts of high school, college, and career success – or failure – reach far into the community, a unique feature of this partnership is the central role of community engagement from the outset of the pipeline development work. In a 2012 report, the National High School Center at the American Institutes for Research noted that “high school improvement is unlikely to be sustained when improvement efforts do not address the broader context within which high schools operate.”^{xiv} Conventional leadership preparation programs struggle simply to work closely with school districts.^{xv} *The Partnership* begins with community engagement as the foundation for ongoing support of the development of a pipeline of strong high school principals. As mentioned above, this is also an exceptional approach because it prepares aspiring leaders as members of a team. Finally, the emphasis in this partnership on building district leader capacity in tandem with school leaders is exceptional. This approach recognizes that principal practice is influenced by the conditions created by district leaders, yet most conventional programs for preparing principals do not attempt to also prepare district leaders to create supportive conditions that lead to principal, teacher, and student success.^{xvi} This partnership is positioned to address a largely unmet need in high schools as evidenced by the current rates of high turnover and short tenure among high school principals.

There is good reason to expect that the student performance goals identified will be met as a result of the work of this partnership. Our theory of change is that broad community support + development of secondary leadership teams to use data to improve college and career readiness + district talent management that aims to grow, support and retain a robust pipeline of aspiring, new and current leaders will lead to improved instructional and student support, which will result in improved student outcomes. Boyd et al.^{xvii} found a strong association between principal turnover and teacher turnover, and again between teacher turnover and low student achievement. To arrest principal turnover will lead to organizational stability that breeds strong student achievement. Organizational stability is of utmost importance in the high school context, where Fullan^{xviii} found that change initiatives require longer to take hold. Further, Borman et al.^{xix} found that sustained district attention was also required for successful high school reform, which is why it is so important to engage the district leaders in creating supportive conditions and a longer vision of a quality leader pipeline as part of this work. Finally, in the most comprehensive study of leadership effects on student achievement to date, Leithwood et al.^{xx} found that the distribution of leadership in a school; that is, driving leadership responsibility further into the organization by developing teacher leaders was an important predictor of strong student performance. This is perhaps the best evidence to suggest that the work of this partnership will lead to meaningful and sustained improvements in instruction and student performance outcomes.

This partnership is a strategy that directly implements the Race to the Top goal of ensuring that Georgia's students have "great teachers and leaders." As a human capital solution, this project design directly supports Innovation Fund Priority Three, "Growing the Teacher and Leader Pipeline," and the state of Georgia's Race to the Top strategy to "recruit, prepare, reward, and retain effective teachers and principals, especially where they are needed most." The focus of the initiative is on high school leaders, and in light of the state's chronic underperformance at the high school level it is preparing principals "where they are needed most," consistent with the RT3 priority. A hallmark of this project is its emphasis on equipping leaders to provide performance feedback based on clear criteria as a key strategy for leading change, which is also consistent with use of the TKES and LKES. Finally, the data utilization backbone of the community engagement work and the high school leader development curriculum is directly aligned with the Race to the Top goal of building a local data system that measures student growth and success, and permits leaders to make data-driven decisions that improve instruction and student achievement.

RACE TO THE TOP INNOVATION FUND

SCOPE OF WORK

NAME OF PARTNERSHIP:

Community Partnership for a Quality Pipeline of Effective High School Leaders

GOAL 1: TO INCREASE COMMUNITY AWARENESS, ADVOCACY, AND SUPPORT FOR BUILDING A CADRE OF SECONDARY SCHOOL LEADERS WHO HAVE THE KNOWLEDGE AND ABILITY TO SUCCESSFULLY INCREASE THE COLLEGE AND CAREER READINESS OF ALL STUDENTS

ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Planning	Conduct needs assessment and community research; host initial planning meeting with district leaders to assess existing and past community initiatives and identify community leaders and representatives to invite to Education Summit.	September 2012 – November 2012	Georgia Partnership for Excellence in Education	Grant funds
Community Engagement	Host Education Summit to engage 70-100 community stakeholders in addressing leadership challenges in district high schools; identify goals and measures for assessing progress toward goals.	January 2013 – February 2013	Georgia Partnership for Excellence in Education	Grant funds
Monitoring and Follow Up	Communicate goals, measures and progress status to all stakeholders; host follow-up meetings with Executive Committee of 10-20 key community stakeholders; conduct evaluation of community engagement processes.	March 2013 – November 2013	Georgia Partnership for Excellence in Education	Grant funds
	Setup and configure of public and parent portals	March 2013 – May 2013	Thinkgate	Grant funds

GOAL 2: TO DEVELOP A CADRE OF SECONDARY SCHOOL LEADERS WHO HAVE THE KNOWLEDGE AND ABILITY TO SUCCESSFULLY INCREASE THE COLLEGE AND CAREER READINESS OF ALL STUDENTS

ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
HS leader program sessions	Conduct selection processes for assistant principals and teacher leaders in concert with district staff and principals.	October 2012 – November 2012	GLISI and PCPS	Grant funds
	Provide orientation to all participating leaders.	November 2012 – December 2012	GLISI	Grant funds; PCPS

	Conduct professional learning sessions focused on data utilization to improve college and career readiness – related topics include increasing rigor, personalization, climate of high expectations, structural organizational change, improving instruction through growing strong teachers, and distributing leadership.	January 2013 – May 2013 September 2013 – May 2014	GLISI	Grant funds; PCPS
	Import data from CCRPI and NSC; train GLISI and PCPS leaders in accessing and analyzing data	January 2013 – May 2013	Thinkgate	Grant funds
Onsite coaching/facilitation	Make initial site visits; conduct individual leader assessments and prepare professional growth plans.	December 2012	GLISI	Zeist Foundation
	Conduct follow-up coaching visits to complement professional learning sessions and individual growth plans.	January 2013– June 2013 August 2013 – May 2014	GLISI	Zeist Foundation
Team training	Attend GLISI’s Base Camp and Leadership Summit to train district leader-led teams in systematic process of school improvement focused on root cause analysis of performance issues, data-supported decision-making processes, and sustained monitoring and adaptation of action.	September – December 2013	GLISI	Grant Funds; Woodruff; Zeist; PCPS
Online modules	District leaders will learn how to develop custom curriculum to respond to aspiring leaders’ individual needs through a library of performance-based modules.	Ongoing	GLISI	GLISI
GOAL 3: TO INCREASE THE RETENTION RATE OF HIGH SCHOOL PRINCIPALS				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
District leader training	Conduct professional learning sessions focused on creating a robust talent management system. District leaders will develop differentiated leader competencies for the district, and learn to use competencies to guide selection, hiring, and placement of principals. District leaders will also learn how to provide effective performance feedback to principals, and how to provide appropriate support to respond to professional learning needs of school and teacher leaders.	Concurrent with HS leader program sessions	GLISI	Grant funds

HS leader program sessions	Co-learning opportunities will be included in professional learning sessions between aspiring high school leaders and district leaders to ensure clear communication and commitments regarding district support for principals and leadership teams.	January – May 2013 September 2013 – May 2014	GLISI	Grant funds
Onsite coaching/facilitation	District leaders will observe and participate in 3-5 coaching visits, receiving mentoring in how to provide effective performance feedback that communicates expectations and support for aspiring and current high school leaders.	January– June 2013 August 2013 – May 2014	GLISI	Zeist Foundation
Team training	Attend GLISI’s Base Camp and Leadership Summit to train district leader-led teams in systematic process of school improvement focused on root cause analysis of performance issues, data-supported decision-making processes, and sustained monitoring and adaptation of action.	September 2013 – December 2013	GLISI	Grant funds; Woodruff; PCPS
Online modules	District leaders will learn how to develop custom curriculum to respond to aspiring leaders’ individual needs through a library of performance-based modules.	Ongoing	GLISI	GLISI
GOAL 4: TO INCREASE THE CAPACITY OF HIGH SCHOOL PRINCIPALS TO CREATE A CLIMATE OF SUPPORT AND GROWTH ASSOCIATED WITH TEACHER RETENTION AND SATISFACTION				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Community engagement	Working with family and community support committee within community stakeholder group, brainstorm strategies for communicating with urgency and optimism the need and support available for all students to pursue and succeed in academically rigorous curriculum.	March 2013 – May 2014	Georgia Partnership for Excellence in Education	Grant funds
HS leader program sessions	Conduct professional learning sessions focused on data utilization to improve college and career readiness – related topics include increasing rigor, personalization, climate of high expectations, structural organizational change, improving instruction through growing strong teachers, and distributing leadership.	January 2013 – May 2013 September 2013 – May 2014	GLISI and Thinkgate	Grant funds; PCPS

Onsite coaching/facilitation	One follow-up coaching visit per year will be devoted to analysis of climate data collected during February, developing specific strategies for how to improve and monitor climate.	March 2013, March 2014	GLISI	Zeist Foundation
Team training	Attend GLISI's Base Camp and Leadership Summit to train district leader-led teams in systematic process of school improvement focused on root cause analysis of performance issues, data-supported decision-making processes, and sustained monitoring and adaptation of action.	September 2013 – December 2013	GLISI	Grant funds; Woodruff, PCPS
District leader training	Conduct professional learning sessions focused on creating a robust talent management system. District leaders will learn how to provide effective performance feedback to principals, and how to provide appropriate support to respond to professional learning needs of school and teacher leaders.	Concurrent with HS leader program sessions	GLISI	Grant funds
GOAL 5: TO INCREASE STUDENT ACADEMIC ACHIEVEMENT AND OUTCOMES				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Community engagement	Host Education Summit to engage 70-100 community stakeholders in addressing leadership challenges in district high schools; identify goals and measures for assessing progress toward goals. Working with family and community support committee within community stakeholder group, brainstorm strategies for communicating with urgency and optimism the need and support available for all students to pursue and succeed in academically rigorous curriculum.	January 2013 – May 2014	Georgia Partnership for Excellence in Education	Grant funds
HS leader program sessions	Conduct professional learning sessions focused on data utilization to improve college and career readiness – related topics include increasing rigor, personalization, climate of high expectations, structural organizational change, improving instruction through growing strong teachers, and distributing leadership	January 2013 – May 2013 September 2013 – May 2014	GLISI and Thinkgate	Grant funds; PCPS

Onsite coaching/facilitation	Conduct follow-up coaching visits to complement professional learning sessions and individual growth plans.	January 2013 – June 2013 August 2013 – May 2014	GLISI	Zeist Foundation
Team training	Attend GLISI’s Base Camp and Leadership Summit to train district leader-led teams in systematic process of school improvement focused on root cause analysis of performance issues, data-supported decision-making processes, and sustained monitoring and adaptation of action.	September 2013 – December 2013	GLISI	Grant funds; Woodruff, PCPS
District leader training	Conduct professional learning sessions focused on creating robust talent management system. District leaders will develop differentiated leader competencies for the district, and learn to use competencies to guide selection, hiring, and placement of principals. District leaders will also learn how to provide effective performance feedback to principals, and how to provide appropriate support to respond to professional learning needs of school and teacher leaders.	Concurrent with HS leader program sessions	GLISI	Grant funds
Online modules	Create individualized curriculum to respond to individual needs aspiring leaders through library of performance-based modules.	Ongoing	GLISI	GLISI

Section 4: Quality of Project Evaluation (20 points)

The primary aim of the evaluation is to assess the degree to which *the Partnership* advances Georgia's goals for the Race to the Top Innovation Fund, as well as the degree to which the five *Partnership* goals are met. To achieve this, a combination of formative and summative assessment data will be collected and analyzed at logical time points over the life of the grant to provide performance feedback that can be used to guide program adjustments and to gauge overall program effectiveness. The data collection efforts will focus on the four Race to the Top Innovation Fund goals of: 1) strong commitment from public and private sectors to support and advance positive academic outcomes; 2) increased number and percentage of teachers with access to innovative programs related to leader recruitment and development; 3) stronger understanding of the types of innovative programs that will lead to positive improvements in leader pipeline efforts; and 4) improved student outcomes.

To measure commitment from public and private sectors, evaluators will use two indicators: 1) dollar amount pledged by community partners in support of pipeline development work following the grant; and 2) stakeholder responses to K12 Insight School Climate Survey. School climate surveys will be administered each February to all teachers, staff and selected community members. Responses from community stakeholders on the K12 Insight School Climate Survey will be analyzed to assess whether commitment and satisfaction with district climate is improving.

To measure the number and percentage of teachers and leaders with access to innovative programs, program artifacts such as service logs and sign-in sheets will be used to document attendance and participation levels of individual leaders. These data will be compiled and reported to all partners on a quarterly basis.

To collect implementation data that will produce insights about how the innovative program leads to positive improvements, evaluators will use six methods: 1) end-of-session surveys for program participants; 2) program artifacts such as service logs and sign-in sheets; 3) qualitative interviews of partners and program participants; 4) K12 Insight School Climate Survey; 5) Pre- and Post- Scores on Georgia LKES or Gallup PrincipallInsight if LKES data are not available; and 6) Principal retention rates. End-of-session surveys following each PLC meeting or team training event will be administered to all participants. Surveys will ask for participant ratings of program quality, as well as reports of school and district practices that are routine within the time period of the survey. To faithfully capture the dosage and delivery of the program, evaluators will collect agendas for each training event or meeting and internal team minutes. Uniform protocols for all PLC instructors and coaches will be developed to ensure the dates, times, content and participants involved in each on-site interaction are entered in a service log. Additionally, qualitative interviews will be conducted with program participants and partners to explore experiences of those who participated in the program as well as those who delivered the program.

Specifically, the interviews will seek to identify: which program components were most useful and relevant to participating school and district leaders; the obstacles of implementing the program that had to be overcome, and strategies used to overcome them; whether the program was delivered as expected, and what considerations should be made for others attempting to replicate the program. Data will be summarized quarterly to check on progress toward program goals. When appropriate, data will be triangulated to ensure reliability and validity of the research methods. Impact on participating schools will be further assessed through the K12 Insight School Climate Survey aligned to the Georgia Leader Assessment Performance Standards (LAPS). Surveys will be administered annually and compared to baseline data collected in February 2011. To assess the degree of individual growth and change, LKES data will be collected on all leader participants or if not available, all participants will complete Gallup's PrincipalInsight measure a second time at the end of the second year. The final measure of program impact will focus on retention rates for all principals who were already seated for at least one year at the beginning of grant.

Finally, to determine *the Partnership* impact on student outcomes, the following rigorous goals have been established: a) the percent of students who meet or exceed standards on Mathematics I End-of-Course Tests (EOCT) will increase by 6%; b) the graduation rate achievement gap between highest and lowest subgroups will close by 5 percentage points; and c) the percent of students enrolling in postsecondary institutions will increase by 5%. Evaluators will compile EOCT scores and graduation rates from the Governor's Office of Student Achievement Annual Report Card, while the National Student Clearinghouse StudentTracker for High Schools will provide key information on postsecondary enrollment. Baseline data will be obtained for SY2011-2012 and comparative analysis will be conducted each school year to determine the extent to which progress goals are being achieved.

The resources available to carry out the project evaluation effectively include appropriately-trained and professionally experienced evaluators as well as technological infrastructure necessary to carry out rigorous and reliable data collection and reporting. The project evaluation will be conducted by a team of evaluators with over fifteen years of combined experience. Evaluation team members are familiar with the quantitative and qualitative methods (i.e. analysis of student achievement data, participant surveys, document analysis, interviews) essential to successful execution of the project evaluation. The lead evaluator is a skilled statistician with experience using sophisticated techniques and manipulating large data sets. The evaluation team also includes an experienced evaluator with specialized knowledge in analyzing qualitative data and evaluating leadership development. The team has access to several software packages such as SPSS, NVIVO, and Stata which will be used to securely warehouse and manage data, as well as accurately analyze and report individual-level and aggregate results.

PROGRAM EVALUATION CHART

GEORGIA BENEFITS FROM A MEASURABLY STRONGER COMMITMENT FROM PUBLIC AND PRIVATE SECTORS TO SUPPORT AND ADVANCE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Dollar amount raised or leveraged to support implementation of high school leader pipeline development after the grant period ends will be \$25,000 or more	Contributions and commitments made by donors and funders	Funds pledged or donated will be reported quarterly to all partners.
GEORGIA BENEFITS FROM AN INCREASED NUMBER AND PERCENTAGE OF STUDENTS AND TEACHERS WHO WILL HAVE ACCESS TO INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES RELATED TO APPLIED LEARNING AND TEACHER/LEADER RECRUITMENT AND DEVELOPMENT		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Number of participants served over the two-year time period. Targets: District leaders – 4; School leaders –16; Teacher leaders – 16; Community partners – Up to 100 Anticipated total of participants: 136	Sign-in sheets, service logs, meeting agendas, and meeting minutes will be collected at each session.	Participant counts will be summarized quarterly and reported to all partners.
GEORGIA BENEFITS FROM A STRONGER UNDERSTANDING OF THE TYPES OF INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING, TEACHER INDUCTION, AND HOMEGROWN TEACHER PIPELINE EFFORTS		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
One hundred percent (100%) of participating school leaders will earn a score of “Proficient” or “Exemplary” on pre-selected standards from LEM, or Principal Insight.	The school district will be responsible for collecting evidence that documents whether principals demonstrated successful implementation of selected standards. Program evaluators will collect data from the school district.	1. Leader Keys performance results from the year prior to entry (baseline data).* 2. Leader Keys performance results after Y1 of the program (mid-point data). 3. Leader Keys performance results after Y2 of the program (final data). *Principals who were seated the previous year.
Eighty-five (85%) of participating principals will increase their leadership practice and performance, as measured by Gallup’s <i>PrincipallInsight</i>	The instrument will be purchased for each participating principal. Data will include: 1. Self-assessments by the principal; 2. Feedback from the school leader’s supervisor; and 3. Feedback from all faculty members including assistant principals and teachers.	1. Assessment results from the year prior to entry (baseline data).* 2. Assessment results after Y1 of the program (mid-point data). 3. Assessment results after Y2 of the program (final data). *Principals who were seated the previous year.

One hundred percent (100%) of (desired) principals who were seated for at least one year at the beginning of the grant will achieve tenure of \geq 3 years.	Pre- and post-District Data Request Form developed by the Georgia Leadership Institute for School Improvement.	1. Pre-program data will be collected on the year prior to entry. 2. Post-program data will be collected on the year following the end of the program (Y3).
The number of known qualified candidates for secondary principal vacancies will increase.* *As reported by the superintendent.	Pre- and post-District Data Request Form developed by the Georgia Leadership Institute for School Improvement.	1. Pre-program data will be collected on the year prior to entry. 2. Post-program data will be collected at the end of the program (Y2).
Stakeholder perceptions regarding school leadership and academic preparation will increase in 100% of participating schools.	K12 Insight School Climate Survey aligned to the Leaders Assessment on Performance Standards (LAPS). Program evaluators will collect data from the school district.	1. Climate survey results for the year prior to entry (baseline data). 2. Climate survey results after Y1 of the program (mid-point data). 3. Climate survey results after Y2 of the program (final data).
GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
The percent of students in participating principals' schools who meet or exceed standards on Mathematics I End-of-Course Tests (EOCT) will increase by 6% over a two-year period.	EOCT scores reported in the Governor's Office of Student Achievement Annual Report Card, and disaggregated by race, ethnicity, and socioeconomic status.	Baseline data will be obtained for SY2011-2012 and comparative analysis will be conducted in Y1 and Y2 of the grant.
The achievement gap between highest and lowest subgroups in graduation rates in participating principals' schools will close by 5 percentage points over a two-year period for lowest performing subgroup.	9-12 graduation rates reported in the Governor's Office of Student Achievement Annual Report Card, and disaggregated by race, ethnicity, and socioeconomic status.	Baseline data will be obtained for SY2011-2012 and comparative analysis will be conducted in Y1 and Y2 of the grant.
The percent of students in participating principals' schools enrolling in postsecondary institutions will increase by 5% over a two-year period.	Postsecondary enrollment data reported in the National Student Clearinghouse StudentTracker.	Baseline data will be obtained for SY2011-2012 and comparative analysis will be conducted in Y1 and Y2 of the grant.

Section 5: Quality of Project Management Plan (15 points)

As lead partner for the *Community Partnership for a Quality Pipeline of Effective High School Leaders*, GLISI brings substantial experience directly relevant to achieving *the Partnership's* objectives on time and within budget. As a non-profit organization with over a decade of experience working closely with leadership teams in 25-30 Georgia districts annually through our flagship training event, GLISI has refined internal systems and processes required to successfully manage projects, set and monitor project benchmarks, plan and execute high quality adult learning events, and communicate effectively with multiple stakeholders to ensure shared goals are met. In addition to a successful track record of working with multiple district partners to support improvements in student achievement, GLISI also has a prolific record of engaging fundraising and community partners to bring additional resources and services in support of district improvement goals. In the 11 years during which the organization has been in existence, GLISI has raised over \$20 million from a wide range of funders and corporate partners, demonstrating effectiveness in monitoring, achieving, reporting, and communicating intended results. These dual capacities ensure that GLISI will be able to coordinate communications and action with all partners to pursue and achieve our shared objectives.

Mary Anne Charron, Chief of Programs for GLISI, will serve as Project Director for the partnership. Ms. Charron has over 34 years of experience as an educator including as a teacher and high school principal, earning numerous awards for leading student achievement gains, making her the ideal leader for identifying, preparing, and supporting new and aspiring high school leaders. Ms. Charron's role will be to liaise with Paulding partners to select and prepare teacher leader teams to participate in the pipeline development partnership; to plan and develop content for all professional learning community meetings; to identify and engage guest facilitators and coaches; and to oversee the partnership budget.

Jennie Welch will serve as Project Manager for the partnership. Ms. Welch has a Masters in Public Administration from the University of Delaware, a Bachelor's degree in economics from Bucknell University, and served as a key team member for the Delaware Academy for School Leadership, a large scale school leader development project. Ms. Welch has the appropriate training and professional experience to effectively oversee and execute the logistics, communication, and coordination necessary for the partnership to run smoothly. Ms. Welch's role will be to develop and execute a project management plan to ensure all stakeholders in the partnership receive consistent, high quality communications; that all deadlines are met; and that all parties with responsibilities for activities on the SOW execute each step with appropriate evidence of the met milestone.

Dr. Meca Mohammed will serve as the Lead Evaluator for the partnership. Dr. Mohammed serves as the Director of Research and Evaluation at GLISI and is currently responsible for designing, implementing, and managing GLISI's organizational evaluation plan which includes both qualitative and

quantitative data collection methods. Dr. Mohammed holds a Bachelor's degree in English literature from Spelman College, a Master's degree in secondary education from Boston College, and a Ph.D. in educational administration and policy from the University of Georgia. In her role, Dr. Mohammed will be responsible for carrying out all aspects of the partnership evaluation plan, and for executing the key steps assigned to the evaluation team on the Scope of Work. This includes working with the Project Manager to prepare a data system and protocols for collecting and storing data; developing survey items or interview protocols as needed; and collecting, analyzing and reporting implementation and impact data to determine whether project goals were successfully met.

The leadership structure for the partnership will be provided by GLISI, the lead partner. GLISI staff will drive the work of the partnership, coordinating meetings among partners, setting agendas, buffering Paulding County leaders from excessive intervention, calling on partners to engage with Paulding County schools as needed to advance the objectives of the partnership, and holding each partner accountable to deliver expected contributions by stated deadlines and within budget. Contracted partners will submit quarterly invoices and be paid upon production of expected deliverables. Each partner will have a designated contact person with whom GLISI staff will interact regarding the partnership. All communications to partners will be made through designated contacts, as well as through a partnership website that enables document sharing, calendaring, and partnership updates.

Section 6: Quality of Sustainability/Scalability Plan (15 points)

The nature of the proposed partnership is such that it will build capacity – in the district and in the community – that will diminish the need for the project to be sustained in its full form in perpetuity. For example, the engagement of community stakeholders increases pressure and support to continue the work of building a high school leader pipeline beyond the life of this grant. When community members become aware of the urgency and strong association between the stability of an effective principal and student performance, and when there is shared accountability between the community and the district, action to ensure strong principals continue to grow and stay in Paulding will be more likely. When district leaders develop a talent management infrastructure, those systems and processes that influence principal quality and stability will still be there and will cost little to implement after grant funding is gone. Teacher teams will be taught to develop positive habits during the two years under the leadership of newly prepared principals, and those habits of data analysis will persist beyond the grant without need for additional funding. Finally, the Thinkgate platform will ensure that community partners, district leaders, and school leaders can collaboratively measure, manage, and monitor progress along the way, enabling just-in-time adjustments in instruction and support to increase student success. A small amount of additional financial support beyond the grant can help extend training opportunities to new cadres of teacher leaders. To support these nominal costs, community foundations and individual champions from the local community

will be approached during the grant to make a pledge of support totaling \$25,000 for the year after grant funding ends.

The most impactful factor in determining whether the work of *the Partnership* will be sustained beyond the grant is the level of commitment of the partners. The strong mission alignment of this work among each partner organization, as well as the historic high quality relationships among all of the principals of each partner organization suggest a strong probability of continued pursuit of this work, not only in Paulding County, but in other districts after the grant period ends. The attached letters of support from each partner organization, as well as community organizations in Paulding are evidence of this compelling commitment.

GOVERNOR'S OFFICE OF STUDENT ACHIEVEMENT

RACE TO THE TOP INNOVATION FUND BUDGET FORM

Project Name: *Community Partnership for a Quality Pipeline of Effective High School Leaders*

Applicants requesting Venture grants should complete the column under "Project Year 1." Applicants requesting funding for Enterprise grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
INNOVATION FUND COSTS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Total (d)
1. Personnel	\$48,250.00	\$64,010.00	\$112,260.00
2. Fringe Benefits	\$13,510.00	\$17,922.00	\$31,432.00
3. Travel	\$612.00	\$1,591.00	\$2,203.00
4. Equipment	\$7,984.00	\$0.00	\$7,984.00
5. Supplies	\$5,880.00	\$4,500.00	\$10,380.00
6. Contractual	\$154,430.00	\$88,170.00	\$242,600.00
7. Construction	\$0.00	\$0.00	\$0.00
8. Other	\$17,700.00	\$27,300.00	\$45,000.00
9. Total Direct Costs (lines 1-8)	\$248,366.00	\$203,494.00	\$451,860.00
10. Indirect Costs*	\$12,418.00	\$10,174.00	\$22,593.00
11. Training Stipends	\$0.00	\$54,000.00	\$54,000.00
12. Total Costs (lines 9-11)	\$260,784.00	\$267,668.00	\$528,453.00

**SECTION B - BUDGET SUMMARY
NON-INNOVATION FUND COSTS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Total (d)
1. Personnel	\$102,000.00	\$67,000.00	\$169,000.00
2. Fringe Benefits	\$28,560.00	\$18,760.00	\$47,320.00
3. Travel	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$34,200.00	\$34,200.00	\$68,400.00
6. Contractual	\$32,000.00	\$32,000.00	\$64,000.00
7. Construction	\$0.00	\$0.00	\$0.00
8. Other	\$2,500.00	\$2,500.00	\$5,000.00
9. Total Direct Costs (lines 1-8)	\$199,260.00	\$154,460.00	\$353,720.00
10. Indirect Costs*	\$27,896.00	\$21,624.00	\$49,520.00
11. Training Stipends	\$0.00	\$30,000.00	\$30,000.00
12. Total Costs (lines 9-11)	\$227,156.00	\$206,084.00	\$433,240.00

SECTION C – BUDGET NARRATIVE (see instructions)

Project Year 1

In Project Year 1, *the Partnership* will work with Paulding's district superintendent (1), three other central office leaders from Paulding (3), four high school principals (4), 12 assistant principals, and 16 teacher leaders to increase the capacity of current high school leaders during five PLC meetings and four coaching days per school team. District leaders will develop a comprehensive district-wide talent management system during five PLC meetings and 1-2 coaching days. The costs of carrying out the work of the first year are described below by budget category.

Section A - Innovation Fund Costs

Personnel. The salaries of two key personnel are partially covered by the grant in Year 1. Project Director Mary Anne Charron will be covered at .35 FTE (\$43,750); Administrative Staff will be covered at .15 FTE (\$4,500). Total personnel costs in Year 1 are \$48,250.

Fringe Benefits. The standard rate used to calculate fringe benefits at the Georgia Leadership Institute for School Improvement, Inc., which houses all personnel described above is 28%. Fringe benefits for Year 1 at 28% of \$48,900 total \$13,510.

Travel. In Year 1, GLISI personnel will travel to five face-to-face meetings during the school year. The expected per meeting mileage costs are calculated by multiplying the number of personnel (3) multiplied by the number of meetings (5), multiplied by an average of 80 miles distance to a meeting location, multiplied by \$0.51, the 2011 IRS mileage reimbursement rate. This is represented as $3 \text{ staff} * 5 \text{ meetings} * 80 \text{ miles} * \$0.51 = \$612$.

Equipment. Apple iPad 3 will be purchased to support the goals of the project. Four (4) will be purchased for shared use by district leaders and three will be purchased per school for shared use by school leaders. Apple retails the iPad3 at \$499. Total equipment costs for Year 1 are $\$499 * 4 \text{ district leaders} * (4 \text{ schools} * 3 \text{ per school}) = \$7,984$.

Supplies. Supplies in year one include food for each of the meetings with school and district participants; printing costs for program materials; and books for participants. Food for these meetings is expected to cost \$20 per participant, and there is expected to be a total of 30 participants (4 district leaders, 4 principals, half of the selected assistant principals (6), and 16 teacher leaders) = \$3,000. Printing and copyright permissions costs for participant guides are expected to total $\$30 * 36 \text{ participants} = \$1,080$. \$50 of eBooks and print books will be purchased for Year 1 participants totaling \$1,800. Total supplies costs for Year 1 are $\$3,000 \text{ food} + \$1,080 \text{ printing} + \$1,800 \text{ books} = \$5,880$.

Contractual. Three consultants will be paid as instructors to staff the five days of meetings scheduled for Year 1. They will be paid for a total of 1.5 days for preparation/follow up. $3 \text{ consultants} * 5 \text{ days} * 1.5 \text{ (prep time)} * \$1,500 \text{ per day} = \$33,750$ for instructors in Year 1. Part of the project design includes a community facilitation component carried out by the Georgia Partnership for Excellence in Education: \$74,480 is allocated for all Georgia Partnership costs including staff, travel, and community facilitator fee in Year 1. Additionally, \$46,200 is allocated to Thinkgate for technical support and data tools. The total contractual costs for Year 1 are $\$33,750 \text{ for consultants} + \$74,480 \text{ community facilitator} + \$46,200 \text{ Thinkgate} = \$154,430$.

Construction. There will be no construction costs related to this project.

Other. Principal Insight surveys will be administered to all participants as a measure of principal leadership in Year 1. The cost for conducting the survey across the 4 high schools is \$4,000. In addition, substitute teachers will be necessary for teacher leaders to participate in the first year of this

initiative. Teacher participants total 16, and are expected to attend 5 PLC meetings during the school year. Substitute teacher costs were estimated to be \$150/day, so total substitute needs equal the number of teachers * the number of meetings * cost of substitute = \$12,000. Finally, a National Student Clearinghouse data subscription is necessary to track Paulding County students' post-graduation as part of the project evaluation. The data subscription costs \$425, and will need to be paid for each of the four schools, making the total data subscription cost \$1,700 in Year 1. Thus, the total Year 1 Other costs = \$4,000 + \$12,000 + \$1,700 = \$17,700.

Total Direct Costs. Total Direct Costs for Year 1 are calculated as the sum of all costs across categories: \$48,250 (Personnel) + \$13,510 (Fringe Benefits) + \$612 (Travel) + \$7,984 (Equipment) + \$5,880 (Supplies) + \$154,430 (Contractual) + \$0 (Construction) + \$17,700 (Other) = \$248,366.

Indirect Costs. Indirect costs are calculated at 5% of \$250,350 (Total Direct Costs) = \$12,418 for Year 1.

Training Stipends. There are no training stipends related to this project in Year 1.

Total Costs. Total Costs for Year 1 are calculated as the sum of \$248,366 (Total Direct Costs) + \$12,418 (Indirect Costs) + \$0 (Training Stipends) = \$260,784.

Section B – Non-Innovation Fund Costs

Personnel. GLISI and the Georgia Partnership will support \$102,000 of donated staff time in Year 1. Total non-innovation fund personnel costs in Year 1 = \$102,000.

Fringe Benefits. Fringe benefits for Non-Innovation Fund personnel were calculated at 28%. Total non-innovation fund fringe benefits cost for Year 1 are calculated at 28% of \$102,000 = \$28,560.

Travel. No travel will be covered using Non-Innovation Fund sources in Year 1.

Equipment. No equipment will be covered using Non-Innovation Fund sources in Year 1.

Supplies. The Wallace Foundation, through its investment in GLISI's electronic performance-based modules (ePBMs), will donate two ePBMs per participant at a cost of \$475 per module. 2 modules * \$475 per module * 36 participants = \$34,200. The total non-Innovation Fund supplies costs for Year 1 is \$34,200.

Contractual. The Zeist Foundation will provide \$24,000 towards coaching fees (\$1500 per day for four coaches in each of the four schools). Thinkgate will donate \$3,000 worth of time to preparing the parent and public portal. PCPS will donate the cost of the K12 Insight School Climate Survey at \$5,000 for full implementation across the entire district staff and community stakeholders. This brings total contractual Non-Innovation Fund sources in Year 1 to \$24,000 + \$3,000 + \$5,000 = \$32,000.

Construction. There will be no construction costs related to this project.

Other. Facilities for meeting space will be donated by Paulding County Schools, totaling \$2,500 in Year 1.

Total Direct Costs. Total Non-Innovation Fund Direct Costs for Year 1 are calculated as the sum of all costs across categories: \$102,000 (Personnel) + \$28,560 (Fringe Benefits) + \$0 (Travel) + \$0 (Equipment) + \$34,200 (Supplies) + \$32,000 (Contractual) + \$0 (Construction) + \$2,500 (Other) =

\$199,260.

Indirect Costs. Indirect costs are calculated at 14% of \$199,260 (Total Direct Costs) = \$27,896 for Year 1.

Training Stipends. There are no training stipends related to this project in Year 1.

Total Costs. Total Non-Innovation Fund Costs for Year 1 are calculated as the sum of \$199,260 (Total Direct Costs) + \$27,896 (Indirect Costs) + \$0 (Training Stipends) = \$227,156

Project Year 2

In Project Year 2, *the Partnership* will work with Paulding's district superintendent (1), three other central office leaders from Paulding (3), four high school principals (4), 12 assistant principals, and 16 teacher leaders to increase the capacity of current high school leaders during three PLC meetings, Base Camp and Leadership Summit, and four coaching days per school team. District leaders will develop a comprehensive district-wide talent management system during three PLC meetings, Base Camp and Leadership Summit, and 1-2 coaching days. The costs of carrying out the work of the first year are described below by budget category.

Section A- Innovation Fund Costs

Personnel. The salaries of three key personnel are partially covered by the grant in Year 2. Project Director Mary Anne Charron will be covered at .25 FTE (\$31,250); Project Evaluator Meca Mohammed will be covered at .3 FTE (\$23,760) and Administrative Staff Pam Henderson will be covered at .3 FTE (\$9,000). Total personnel costs in Year 2 are \$64,010.

Fringe Benefits. The standard rate used to calculate fringe benefits at GLISI, which houses the personnel described above, is 28%. Fringe benefits for Year 2 at 28% of \$64,010 total \$17,922.

Travel. In Year 2, three GLISI personnel will travel to three face-to-face meetings during the school year with district and school participants. The expected per meeting mileage costs are calculated by multiplying the number of GLISI personnel by an average of 80 miles distance to a meeting location and by \$.51, the 2011 IRS mileage reimbursement rate. For the three school year meetings, this is represented as 3 staff * 80 miles * \$0.51 * 3 meetings = \$367. 24 teacher and principal leaders will also attend Base Camp and Leadership Summit in Stone Mountain, GA. For BC/LS, costs are represented as 24 participants * 100 miles * \$0.51 = \$1,224. The total Year 2 travel costs are \$367 + \$1,224 = \$1,591.

Equipment. There are no equipment costs associated with Year 2.

Supplies. Supplies in Year 2 include food and awards for the final PLC meeting where participants will graduate from the preparation program as well as food and printing costs for three PLC meetings. Food for the graduation ceremony is expected to cost \$25 * 36 participants = \$900. Awards are expected to cost \$30 * 36 participants = \$1,080. Food for the PLC meetings is expected to cost \$20 * 30 participants * 3 meetings = \$1,800. Printing costs for participant guides are estimated to equal \$20 * 36 participants = \$720. Total supply costs for Year 2 are \$900 + \$1,080 + \$1,800 + \$720 = \$4,500.

Contractual. Three consultants will be paid as instructors to staff the three days of PLC meetings throughout the school year. They will also be paid for a total of 1.5 days for preparation/follow-up. 3 consultants * 3 meetings * 1.5 days * \$1,500 per day = \$20,250 for instructors in Year 2. The Georgia

Partnership will be paid \$25,920 to provide community facilitation, follow-up, evaluation, and communication to community stakeholders in Year 2. Thinkgate support and consulting fees will total \$42,000. Thus, the total contractual costs for Year 2 are $\$20,250 + \$25,920 + \$42,000 = \$88,170$.

Construction. There are no construction costs related to this project.

Other. Substitute teachers will be paid to allow each teacher leader to attend three PLC meetings in Year 2, as well as six days for Base Camp and Leadership Summit. This is calculated as $9 \text{ days} * 16 \text{ teacher leaders} * \$150 \text{ daily for substitute teacher pay} = \$21,600$. The cost of administering PrincipalInsight surveys in Year 2 is \$4,000. Additionally, the National Student Clearinghouse data subscription will need to be purchased in Year 2, at a cost of \$425 per school. This means the total data subscription cost will be $\$425 * 4 \text{ schools} = \$1,700$. The total Year 2 Other costs = $\$21,600 + \$4,000 + \$1,700 = \$27,300$.

Total Direct Costs. Total Direct Costs for Year 2 are calculated as the sum of all costs across categories: $\$64,010 \text{ (Personnel)} + \$17,922 \text{ (Fringe Benefits)} + \$1,591 \text{ (Travel)} + \$0 \text{ (Equipment)} + \$4,500 \text{ (Supplies)} + \$88,170 \text{ (Contractual)} + \$0 \text{ (Construction)} + \$27,300 \text{ (Other)} = \$203,494$.

Indirect Costs. Indirect costs are calculated at 5% of \$203,494 (Total Direct Costs) = \$10,174.

Training Stipends. A training stipend of \$2,250 per district team member is provided by the grant to permit attendance at GLISI's Base Camp and Leadership Summit. This is calculated at $\$2,250 * 24 \text{ BCLS participants} = \$54,000$.

Total Costs. Total Costs for Year 2 are calculated as the sum of \$203,494 (Total Direct Costs) + \$10,174 (Indirect Costs) + \$54,000 (Training Stipends) = \$267,668.

Section B- Non-Innovation Fund Costs

Personnel. GLISI and the Georgia Partnership will partially support personnel costs, giving \$67,000.00 worth of donated staff time.

Fringe Benefits. Fringe benefits for Non-Innovation Fund personnel were calculated at 28%. Total Non-Innovation fund fringe benefits in Year 2 equal \$18,760.00.

Travel. There are no travel costs covered using Non-Innovation Fund sources in Year 2.

Equipment. There are no equipment costs covered using Non-Innovation Fund sources in Year 2.

Supplies. The Wallace Foundation, through its investment in GLISI's electronic performance-based modules (ePBMs), will donate two ePBMs per participant at a cost of \$475.00 per module. $2 \text{ modules} * \$475.00 * 36 \text{ participants} = \$34,200$.

Contractual. The Zeist Foundation will provide \$24,000 towards coaching fees (\$1500 per day for four coaches in each of the four schools). Thinkgate will donate \$3,000 worth of time to preparing the parent and public portal. PCPS will donate the cost of the K12 Insight School Climate Survey at \$5,000 for full implementation across the entire district staff and community stakeholders. This brings total contractual Non-Innovation Fund sources in Year 2 to $\$24,000 + \$3,000 + \$5,000 = \$32,000$.

Construction. There are no construction costs associated with this project in Year 2.

Other. Facilities for meeting space will be donated by Paulding County Schools, totaling \$2,500 in Year 2.

Total Direct Costs. Total Non-Innovation Fund Direct Costs for Year 2 are calculated as the sum of all costs across categories: \$67,000 (Personnel) + \$18,760 (Fringe Benefits) + \$0 (Travel) + \$0 (Equipment) + \$34,200 (Supplies) + \$32,000 (Contractual) + \$0 (Construction) + \$2,500 (Other) = \$154,460.

Indirect Costs. Indirect costs are calculated at 14% of \$154,460 (Total Direct Costs) = \$21,624 for Year 2.

Training Stipends. The total cost per seat of Base Camp and Leadership Summit is \$3,500. Grant funds pay for \$2,250 of that \$3,500. PCPS will pay for \$250 per seat * 24 seats = \$6,000. The Whitehead Foundation will subsidize each seat at \$1,000 per seat * 24 seats = \$24,000. Total Non-Innovation Fund Training Stipends for Year 2 = \$30,000.

Total Costs. Total Non-Innovation Fund Costs for Year 2 are calculated as the sum of \$154,460 (Total Direct Costs) + \$21,624 (Indirect Costs) + \$30,000 (Training Stipends) = \$206,084.

Appendix A

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Student Achievement (GOSA) and the Community Partnership for a Quality Pipeline of Effective High School Leaders. The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of approved Innovation Fund projects. **Any partner named in the aforementioned project will only be considered a member of the partnership if they appear on this Memorandum of Understanding with the State**

I. SCOPE OF WORK

Exhibit 1, the Preliminary Scope of Work, indicates the work that the Partnership is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

- 1) Implement the plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by GOSA, the Georgia Department of Education, and the US Department of Education;
- 3) Post to any website specified by the State in a timely manner, all non-proprietary products and lessons learned using funds associated with the Innovation Fund;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or agency conducting business on behalf of the State;
- 5) Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Innovation Fund grant period, and (d) other matters related to the Innovation Fund grant and associated plans.

B. STATE RESPONSIBILITIES

The State agrees to:

- 1) Timely distribute the Partnership's grant during the course of the project period;
- 2) Provide feedback on the Partnership's status updates, annual reports, any interim reports, and projects plans and products; and
- 3) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) GOSA and the Partnership will each appoint a key contact person for the Innovation Fund grant.
- 2) These key contacts from GOSA and the Partnership will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Partnership grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) State and Partnership grant personnel will negotiate in good faith to continue to achieve the overall goals of the Innovation Fund.

D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

If GOSA determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, GOSA will take appropriate enforcement action, which could include a collaborative process between GOSA and the Partnership, or any of the enforcement measures

that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Partnership hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Agrees to implement the work indicated in Exhibit I, if funded;
- 3) Will comply with all terms of the grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top program and the applicable provisions of EDGAR (34 CFR Parts 74,75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

Partnership Executive Official – required:

Gale D Hulme, 7/6/2012
Signature/Date

Gale D. Hulme, Executive Director
Print Name/Title

Partnership Member

Partnership Member – required:

Signature/Date

Print Name/Title

Partnership Member – required:

Cliff Cole 6/21/12
Signature/Date

Cliff Cole Superintendent
Print Name/Title

that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Partnership hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
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VI. SIGNATURES

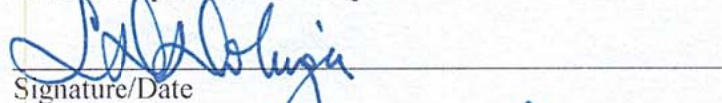
Partnership Executive Official – required:


Signature/Date

Gale D. Hulme, Executive Director
Print Name/Title

Partnership Member

Partnership Member – required:


Signature/Date

Stephen D. Dinger, President
Print Name/Title

Partnership Member – required:

Signature/Date

Print Name/Title

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VI. SIGNATURES

Partnership Executive Official – required:



Signature/Date

Gale D. Hulme, Executive Director

Print Name/Title

Partnership Member

Partnership Member – required:



Signature/Date

ERIC Z WAYNICK / CEO

Print Name/Title

Partnership Member – required:

Signature/Date

Print Name/Title

ASSURANCES

The Applicant hereby assures and certifies compliance with all federal statutes, regulations, policies, guidelines and requirements, including OMB Circulars No. A-21, A-87, A-110, A-122, A-133; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements 28 CFR, Part 66, Common rule, that govern the application, acceptance and use of federal funds for this federally-assisted project.

Also the Applicant assures and certifies that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information
2. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal and federally - assisted programs.
3. It will comply with provisions of federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by federal grants. (5 USC 1501, et seq.)
4. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act if applicable.
5. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
6. It will give the sponsoring agency or the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
8. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
9. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234, 87 Stat. 975, approved December 31, 1976. Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect federal assistance.
10. It will assist the federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 USC 470), Executive Order 11593, and the Archeological and Historical Preservation Act of 1966 (16 USC 569 a-1 et seq.) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties

listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the federal grantor agency to avoid or mitigate adverse effects upon such properties.

11. It will comply, and assure the compliance of all its sub-grantees and contractors, with the applicable provisions of Title I of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, the Juvenile Justice and Delinquency Prevention Act, or the Victims of Crime Act, as appropriate; the provisions of the current edition of the Office of Justice Programs Financial and Administrative Guide for Grants, M7100.1; and all other applicable federal laws, orders, circulars, or regulations.
12. It will comply with the provisions of 28 CFR applicable to grants and cooperative agreements including Part 18, Administrative Review Procedure; Part 20, Criminal Justice Information Systems; Part 22, Confidentiality of Identifiable Research and Statistical Information; Part 23, Criminal Intelligence Systems Operating Policies; Part 30, Intergovernmental Review of Department of Justice Programs and Activities; Part 42, Nondiscrimination/Equal Employment Opportunity Policies and Procedures; Part 61, Procedures for Implementing the National Environmental Policy Act; Part 63, Floodplain Management and Wetland Protection Procedures; and federal laws or regulations applicable to Federal Assistance Programs.
13. It will comply, and all its contractors will comply, with the nondiscrimination requirements of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, 42 USC 3789(d), or Victims of Crime Act (as appropriate); Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; Subtitle A, Title II of the Americans with Disabilities Act (ADA) (1990); Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; Department of Justice Non-Discrimination Regulations, 28 CFR Part 42, Subparts C, D, E, and G; and Department of Justice regulations on disability discrimination, 28 CFR Part 35 and Part 39.
14. In the event a federal or state court or federal or state administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, Office of Justice Programs.
15. It will provide an Equal Employment Opportunity Program if required to maintain one, where the application is for \$500,000 or more.
16. It will comply with the provisions of the Coastal Barrier Resources Act (P.L. 97-348) dated October 19, 1982 (16 USC 3501 et seq.) which prohibits the expenditure of most new federal funds within the units of the Coastal Barrier Resources System.
17. It will comply will all ARRA requirements. All funds must be spent with an unprecedented level of transparency and accountability. Accordingly, recipients of ARRA funds must maintain accurate, complete, and reliable documentation of all ARRA expenditures.

Authorizing Official:


Signature and Title


Date

NON-SUPPLANTING CERTIFICATION

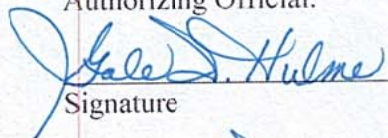
Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.


CERTIFICATION:

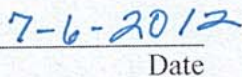
I certify that grant funds will not be used to supplant state or local funds that would otherwise be available for implementation of this grant program.

I further certify that the program proposed in the grant application meets all the requirements of the applicable Race to the Top Innovation Fund Request for Proposal; that all the information presented is correct and that the applicant will comply with the provisions of the Governor's Office of Student Achievement, all applicable federal and state laws, and the above mentioned certification should a grant be awarded.

Authorizing Official:


Signature


Title


Date

IMMIGRATION AND SECURITY FORM

A. In order to insure compliance with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act OCGA 13-10-90 et.seq., Contractor must initial one of the sections below:

Contractor has 500 or more employees and Contractor warrants that Contractor has complied with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act by registering at https://www.vis-dhs.com/EmployerRegistration and verifying information of all new employees; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 100-499 employees and Contractor warrants that no later than July 1, 2008, Contractor will register at https://www.visdhs.com/EmployerRegistration to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 99 or fewer employees and Contractor warrants that no later than July 1, 2009, Contractor will register at https://www.visdhs.com/EmployerRegistration to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq.

B. Contractor warrants that Contractor has included a similar provision in all written agreements with any subcontractors engaged to perform site under this Contract.

Authorizing Official:

[Handwritten Signature]
Signature and Title *[Handwritten Title: Creative Director]* *[Handwritten Date: 7-6-2012]*
Date

CERTIFICATION REGARDING LOBBYING (ED 80-0013)

Certification for Contracts, Grants, Loans and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- 1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.
- 2) If any funds other Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, “Disclosure of Lobbying Activities,” in accordance with its instructions.
- 3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a member of Congress, an officer or employee of Congress or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, “Disclosure of Lobbying Activities,” in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Authorizing Official:

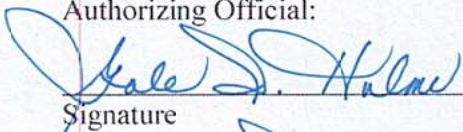
 *Gale D. Hulme, Executive Director* 7-6-2012
 Signature and Title Date

OTHER CERTIFICATIONS

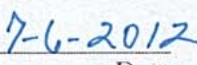
Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

1. Any person associated with the program that has reasonable cause to believe that a child has been or is being abused, shall be required to report or cause report to be made with regard to the abuse as provided in O.C.G.A. 19-7-5.
2. Background investigations (Georgia Crime Information Center) are required on all persons with direct contact with children and youth. It is left to the discretion of the Partnership to determine the methodology for completing these investigations.
3. Establish/enforce an Internet Security Policy when minor participants and/or staff have online access (supervised or unsupervised). This includes any technology provided by PLC funding and technology used by participants.
4. The grantee agrees to comply with Public Law 103-227, also known as the Pro-Children Act of 1994, which requires that smoking not be permitted in any portion of any indoor facility owed or leased or contracted for by the grantee and used routinely or regularly for the provision of healthy care, day care, early childhood development site, education or library site to children under the age of 18. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the grantee.

Authorizing Official:



Signature

Title Date

Appendix B



PAULDING COUNTY
SCHOOL DISTRICT
Focused on Learning

CLIFF COLE
Superintendent

July 9, 2012

Dr. Gale D. Hulme
Executive Director
Georgia Leadership Institute for School Improvement
1755 North Brown Road, Suite 200
Lawrenceville, GA 30043

Dear Gale,

The Paulding County School District (PCSD) is writing this letter in support of our shared application for funding under Round 3 of the Georgia Race to the Top Innovation Fund to establish the *Community Partnership for a Quality Pipeline of Effective High School Leaders*. We believe that our proposed partnership will prepare a pipeline of effective high school leaders, yielding sustained high quality teaching and improved college and career readiness for high school students across the county. This work is directly aligned to our district mission and strategic priorities to prepare a strong cadre of school and teacher leaders.

Over the past ten years, PCSD has partnered with GLISI for the purpose of analyzing and utilizing data to improve leadership performance and instructional practices that has led, ultimately, to improved student achievement. We can state unequivocally that we will carry forward the important work of this partnership beyond the life of the grant because the aims of the partnership are directly in support of Paulding's strategic goals and priorities, which we have a successful track record of pursuing. For example, two years ago, we began to systematically provide leadership training to cohorts of teacher leaders throughout the district. We also began to pursue a strong initiative to implement collaborative learning teams in our middle and high schools. We believe that with the critical resources and support provided by the grant, we will be able to accelerate those initiatives and create internal infrastructure and external pressure as well as support to improve high school outcomes in Paulding.

Given our historical relationships with GLISI and Thinkgate, we have every confidence that the grant experience will be both operationally smooth and that our leadership development experiences will be of the highest professional quality. Our past work with GLISI has made leadership and teaching special and successful in PCSD whereby through the use of data, our leaders and teachers dare to try a different path, visualize at higher levels and embark on the necessary changes needed to improve student achievement.

Dr. Gale Hulme/GLISI

July 9, 2012

Page Two

As Superintendent and the district leadership team of the Paulding County School District, we strongly endorse our ongoing commitment to the work of building a leader pipeline to better serve our students and community well into the future.

Sincerely,



Cliff Cole, Superintendent



Brian Otott, Associate Superintendent



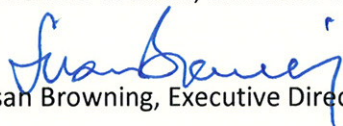
Yvette Hill, Assistant Superintendent



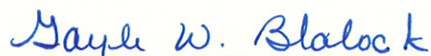
Clark Maggart, Executive Director for Human Resources



Dr. Bonnie Cochran, Executive Director for Elementary Schools



Susan Browning, Executive Director for Secondary Schools



Gayle Blalock, Chief Financial Officer



Bennett Lawrence, Director of Technology



July 9, 2012

Dr. Gale D. Hulme
Executive Director
Georgia Leadership Institute for School Improvement
1755 North Brown Road, Suite 200
Lawrenceville, GA 30043

Dear Dr. Hulme,

Please accept this letter of support for the *Community Partnership for a Quality Pipeline of Effective High School Leaders*. The Education Committee of the Paulding County Chamber of Commerce recognizes that academically strong high schools bring economic stability and growth to all sectors of our community. As business leaders, we know that organizational effectiveness is only as good as our people. We understand that the focus of this partnership on growing strong leaders, both for the district and high schools, is essential for sustained improvement, and for preparing all students in Paulding County to graduate from high school ready to succeed in their college and career endeavors.

We pledge to offer our support to our district partners as community stakeholders that share the vision of strong high schools in Paulding County, and as boosters of leadership development following the grant term.

Sincerely,

A handwritten signature in black ink, appearing to read "Jennifer Walters".

Jennifer Walters, Chair
Education Committee
Paulding County Chamber of Commerce



**GEORGIA PARTNERSHIP
FOR EXCELLENCE IN EDUCATION**

233 PEACHTREE STREET, SUITE 2000
ATLANTA, GEORGIA 30303
TEL 404/223-2280 FAX 404/223-2299
www.gpee.org

July 9, 2012

Dr. Gale D. Hulme
Executive Director
Georgia Leadership Institute for School Improvement
1755 North Brown Road, Suite 200
Lawrenceville, GA 30043

Dear Gale:

The Georgia Partnership for Excellence in Education is writing this letter in support of our shared application for funding under Round 3 of the Georgia Race to the Top Innovation Fund to establish the *Community Partnership for a Quality Pipeline of Effective High School Leaders*. We believe that our proposed partnership will prepare a pipeline of effective high school leaders, yielding sustained high quality teaching and improved college and career readiness for high school students in Paulding County. The deep commitment from a broad group of stakeholders in the larger Paulding County community serves to reinforce the expected long-term success for the school district.

We can state unequivocally that we will carry forward the important work of this partnership beyond the life of the grant because the aims of the project are directly in support of the Georgia Partnership's strategic goals and priorities. We have a successful track record of working with school systems and their communities such as Forsyth, Troup and Marietta City to raise student achievement. For example, through our community engagement work in Forsyth County, we found that the broad engagement of community stakeholders helped build consensus and good will toward the work of the school system. This effort has been an important asset to the school system in sustaining support to pursue their school improvement goals over several years.

Given our historical relationship with GLISI, we have every confidence that the grant experience will be operationally smooth and that our community engagement work will dovetail seamlessly with the leadership development experiences provided to Paulding County district and school leaders. As President of the Georgia Partnership for Excellence in Education, I strongly endorse our ongoing commitment to the work of enlisting community support for building a leader pipeline to better serve the students and community in Paulding County well into the future.

Sincerely,

Stephen D. Dolinger
President



July 9, 2012

Dr. Gale D. Hulme
Executive Director
Georgia Leadership Institute for School Improvement
1755 North Brown Road, Suite 200
Lawrenceville, GA 30043

Dear Gale,

Thinkgate is writing this letter in support of our shared application for funding under Round 3 of the Georgia Race to the Top Innovation Fund to establish the *Community Partnership for a Quality Pipeline of Effective High School Leaders*. We believe that our proposed partnership will prepare a pipeline of effective high school leaders, yielding sustained high quality teaching and improved college and career readiness for high school students in Paulding County, supported by a robust data infrastructure that ensures teachers and leaders are making data-based decisions to improve instruction.

We can state unequivocally that we will carry forward the important work of this partnership beyond the life of the grant because the aims of the project are directly in support of Thinkgate's strategic goals and priorities, which we have a successful track record of pursuing in several counties throughout Georgia. For example, through our partnership with Gwinnett County we have helped make student assessment data more accessible to individual teachers and teacher teams, facilitating professional learning and instructional improvements as they revise instructional strategies in response to data showing student progress and areas needing additional instruction.

Given our historical relationship with GLISI, we have every confidence that the grant experience will be operationally smooth and that our data consulting work will dovetail seamlessly with the leadership development experiences provided to Paulding County district and school leaders. As CEO of Thinkgate, I strongly endorse our ongoing commitment to the work of providing a strong data infrastructure in support of building a leader pipeline to better serve the students and community in Paulding County well into the future.

Sincerely,

A handwritten signature in blue ink that reads "Eric B. Waynick".

Eric B. Waynick
CEO

Appendix C



Georgia Leadership Institute
for School Improvement

July 9, 2012

Lauren Wright
Governor's Office of Student Achievement
205 Jesse Hill, Jr. Drive SE
952 Twin Towers East
Atlanta, GA 30334

Dear Lauren,

GLISI incorporated as an independent non-profit organization on April 20, 2012. As such, we do not have a financial audit of our new organization. However, the Georgia Partnership for Excellence in Education has acted as fiscal agent for our non-public funds since our inception in 2002. Attached is the most recently available audit for the Georgia Partnership. If you or any readers have any questions about this, please don't hesitate to contact me at leslie.hazlebussey@glisi.org.

Thank you very much for your consideration of this proposal.

Sincerely,

A handwritten signature in blue ink, appearing to read "Leslie Hazle Bussey", is written over a light blue grid background.

Leslie Hazle Bussey
Chief of Staff

GEORGIA PARTNERSHIP FOR
EXCELLENCE IN EDUCATION, INC.

FINANCIAL STATEMENTS

For the Years Ended December 31, 2010 and 2009

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Howard, Moore & McDuffie, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

577 Mulberry Street, Suite 1610, Post Office Box 4547 • Macon, Georgia 31208-4547

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INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS

The Board of Directors
Georgia Partnership for Excellence in Education, Inc.

We have audited the accompanying statements of financial position of Georgia Partnership for Excellence in Education, Inc. (a nonprofit corporation) as of December 31, 2010 and 2009, and the related statements of activities, cash flows and functional expenses for the years then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Georgia Partnership for Excellence in Education, Inc. as of December 31, 2010 and 2009, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Howard, Moore & McDuffie, P.C.

Macon, Georgia
September 13, 2011

GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION, INC.

STATEMENTS OF FINANCIAL POSITION

December 31, 2010 and 2009

	2010	2009
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 4,603,673	\$ 4,124,960
Restricted cash	100,000	1,272,022
Unconditional promises to give, net	116,500	73,500
Other receivables	18,800	7,442
Prepaid expenses	12,223	18,813
TOTAL CURRENT ASSETS	<u>4,851,196</u>	<u>5,496,737</u>
PROPERTY AND EQUIPMENT, NET	<u>19,838</u>	<u>27,866</u>
OTHER ASSETS		
Unconditional promises to give, net of current portion	<u>-</u>	<u>47,850</u>
TOTAL ASSETS	<u>\$ 4,871,034</u>	<u>\$ 5,572,453</u>
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable	\$ 114,769	\$ 232,319
Deferred revenue	259,120	345,470
TOTAL CURRENT LIABILITIES	<u>373,889</u>	<u>577,789</u>
NET ASSETS		
Unrestricted - undesignated	4,397,145	3,577,240
Unrestricted - designated	<u>-</u>	<u>44,167</u>
	4,397,145	3,621,407
Temporarily restricted	<u>100,000</u>	<u>1,373,257</u>
TOTAL NET ASSETS	<u>4,497,145</u>	<u>4,994,664</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 4,871,034</u>	<u>\$ 5,572,453</u>

The accompanying notes are an integral part of these financial statements.

GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION, INC.

STATEMENTS OF ACTIVITIES

For the Years Ended December 31, 2010 and 2009

	2010	2009
CHANGES IN UNRESTRICTED NET ASSETS		
SUPPORT AND REVENUES		
Contributions	\$ 1,089,684	\$ 1,176,501
Donated assets and services	-	54,334
Meeting, registration, and consulting fees	1,096,277	526,093
Program sponsors and publications	705	1,710
Interest income	15,000	16,475
Other income	3,000	15,862
TOTAL SUPPORT AND REVENUES	2,204,666	1,790,975
Net assets released from restrictions		
Restrictions satisfied by payments	2,091,157	1,705,383
TOTAL UNRESTRICTED SUPPORT AND REVENUES	4,295,823	3,496,358
OPERATING EXPENSES		
Program services		
General program operations	993,738	1,016,993
Next Generation School Project	67,774	59,183
Georgia Leadership Institute for School Improvement	2,136,572	1,631,210
National Board Certified Teachers	-	30,000
Total program services	3,198,084	2,737,386
Supporting services		
General and administrative	221,309	219,070
Fundraising	100,692	103,635
Total supporting services	322,001	322,705
TOTAL EXPENSES	3,520,085	3,060,091
CHANGE IN UNRESTRICTED NET ASSETS	775,738	436,267

The accompanying notes are an integral part of these financial statements.

GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION, INC.

STATEMENTS OF ACTIVITIES

For the Years Ended December 31, 2010 and 2009

	<u>2010</u>	<u>2009</u>
CHANGES IN TEMPORARILY RESTRICTED NET ASSETS		
Contributions	\$ 802,900	\$ 2,981,019
Grants	15,000	15,000
Net assets released from restrictions	<u>(2,091,157)</u>	<u>(1,705,383)</u>
CHANGE IN TEMPORARILY RESTRICTED NET ASSETS	<u>(1,273,257)</u>	<u>1,290,636</u>
CHANGE IN NET ASSETS	(497,519)	1,726,903
NET ASSETS, beginning	<u>4,994,664</u>	<u>3,267,761</u>
NET ASSETS, ending	<u><u>\$ 4,497,145</u></u>	<u><u>\$ 4,994,664</u></u>

The accompanying notes are an integral
part of these financial statements.

GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION, INC.

STATEMENTS OF CASH FLOWS

For the Years Ended December 31, 2010 and 2009

	<u>2010</u>	<u>2009</u>
NET CASH FROM OPERATING ACTIVITIES		
Change in net assets	\$ (497,519)	\$ 1,726,903
Adjustments to reconcile changes in net assets to net cash provided (used) by operating activities:		
Depreciation and amortization	8,028	7,380
Donated assets	-	(3,834)
(Increase) decrease in:		
Unconditional promises to give	4,850	(75,350)
Other receivables	(11,358)	(7,442)
Prepaid expenses	6,590	(2,662)
Increase (decrease) in:		
Accounts payable	(117,550)	123,022
Deferred revenue	(86,350)	305,370
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	<u>(693,309)</u>	<u>2,073,387</u>
NET CASH FROM INVESTING ACTIVITIES		
Purchase of equipment	-	(4,596)
NET CASH USED BY INVESTING ACTIVITIES	<u>-</u>	<u>(4,596)</u>
NET INCREASE (DECREASE) IN CASH AND EQUIVALENTS	(693,309)	2,068,791
CASH AND EQUIVALENTS, beginning of year	<u>5,396,982</u>	<u>3,328,191</u>
CASH AND EQUIVALENTS, end of year	<u>\$ 4,703,673</u>	<u>\$ 5,396,982</u>
SUPPLEMENTAL DISCLOSURES		
Noncash investing transactions		
Contributed computer equipment	<u>\$ -</u>	<u>\$ 3,834</u>

The accompanying notes are an integral part of these financial statements.

GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION, INC.

STATEMENTS OF FUNCTIONAL EXPENSES

For the Years Ended December 31, 2010 and 2009

	Program Services	General & Administrative	Fundraising	2010 Totals	Program Services	General & Administrative	Fundraising	2009 Totals
Bank charges	\$ -	\$ 925	\$ -	\$ 925	\$ -	\$ 1,338	\$ -	\$ 1,338
Consultants	24,000	-	-	24,000	24,000	-	-	24,000
Consultants - NGSP	60,000	-	-	60,000	60,000	-	-	60,000
Depreciation	-	8,028	-	8,028	-	7,380	-	7,380
Dues and subscriptions	-	2,152	-	2,152	-	2,250	-	2,250
Employee benefits	161,082	14,452	19,889	195,423	154,165	13,993	19,060	187,218
Grants expense	-	-	-	-	30,000	-	-	30,000
Insurance	-	11,790	-	11,790	-	11,547	-	11,547
Payroll taxes	38,780	4,405	5,780	48,965	40,219	4,466	5,949	50,634
Postage	-	8,885	-	8,885	-	11,508	-	11,508
Printing and publications	55,982	-	-	55,982	46,498	-	-	46,498
Professional services	-	21,013	-	21,013	-	21,127	500	21,627
Rent	-	59,198	-	59,198	-	56,321	-	56,321
Research	22,838	-	-	22,838	-	-	-	-
Salaries and wages	513,092	63,181	75,023	651,296	540,845	64,805	78,126	683,776
Supplies	-	18,394	-	18,394	-	14,561	-	14,561
Taxes and licensing	-	1,843	-	1,843	-	1,899	-	1,899
Telephone	-	7,043	-	7,043	-	7,875	-	7,875
Travel and meetings	164,488	-	-	164,488	190,624	-	-	190,624
Travel and meetings - GLISI	2,136,572	-	-	2,136,572	1,631,210	-	-	1,631,210
Website	21,250	-	-	21,250	19,825	-	-	19,825
	<u>\$ 3,198,084</u>	<u>\$ 221,309</u>	<u>\$ 100,692</u>	<u>\$ 3,520,085</u>	<u>\$ 2,737,386</u>	<u>\$ 219,070</u>	<u>\$ 103,635</u>	<u>\$ 3,060,091</u>

The accompanying notes are an integral part of these financial statements.

GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2010 and 2009

NOTE 1. NATURE OF THE ORGANIZATION

The Georgia Partnership for Excellence in Education, Inc. (the "Organization") is a nonprofit, nonpartisan organization that partners with businesses, schools, state government and local communities throughout Georgia. The Organization's mission is to inform and influence Georgia leaders through research and nonpartisan advocacy to impact education policies and practices. The Organization supports the work of and serves as fiscal agent for the Next Generation School Project (NGSP) and Georgia Leadership Institute for School Improvement (GLISI). NGSP originated as a public/private grant initiative to support improvements in several school districts. As the grant initiative ended, remaining funds support the Organization's research and community planning work. GLISI is a public/private partnership training program for school leaders. The Organization serves as the fiscal agent for private funds and program service fees supporting GLISI's work. The Organization is supported primarily through grants and contributions from large corporations and foundations. The Organization is located in Atlanta, Georgia.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Accounting Standards Codification (ASC) 958-210-45, *Classification of Net Assets*. Under ASC 958-210-45, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The financial statements have been prepared using the accrual basis of accounting. Expenses are classified as unrestricted and presented by functional categories.

Cash and Cash Equivalents

The Organization classifies as cash equivalents any investments which can be readily converted to cash and have a maturity of three months or less.

Donated Services

The Organization recognizes donated services that creates or enhances nonfinancial assets or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation.

GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2010 and 2009

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Restricted and Unrestricted Revenue

Contributions received are recorded as increases in unrestricted, temporarily restricted, or permanently restricted net assets, depending on the existence and/or nature of any donor restrictions.

Income Tax Status

The Organization is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code and received its determination letter in 1992. However, income from certain activities not directly related to the Organization's tax-exempt purpose is subject to taxation as unrelated business income. The Organization had no income from unrelated business activities for the years ended December 31, 2010 and 2009. In addition, the Organization qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(2). The Organization believes that it has appropriate support for any tax positions taken, and as such, does not have any uncertain tax positions that are material to the financial statements.

The Organization's federal and state information returns are subject to examination by the Internal Revenue Service (IRS) and state taxing authorities for three years after they are filed.

Property and Equipment

Property and equipment with a useful life greater than one year are capitalized. Purchased property and equipment are stated at cost. Donated property and equipment are stated at estimated purchase cost, which approximates fair value, on the date of the donation. Depreciation is computed using the straight-line method over the estimated useful lives ranging from three to ten years.

Expense Allocation

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of time spent toward programs and supporting services. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the Organization.

GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2010 and 2009

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Promises-to-Give

Unconditional promises to give are recognized as revenues or gains in the period received and as assets, decreases of liabilities, or expenses depending on the form of the benefits received. Conditional promises to give are recognized only when the conditions on which they depend are substantially met and the promises become unconditional.

Compensated Absences

Employees of the Organization are entitled to paid vacation and sick leave. It is the Organization's policy not to carry unused vacation and sick hours to the next year, and accordingly, no liability has been recorded in the accompanying financial statements for unused benefits. The Organization's policy is to recognize the costs of compensated absences when actually paid to employees.

Deferred Revenue

Income from meeting and registration fees are deferred and recognized over the periods in which the fees relate.

Subsequent Events

According to the Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 855-10-50-1, management is required to disclose the date through which subsequent events have been reviewed. Accordingly, management has reviewed subsequent events up through the date in which the financial statements were available to be issued, which corresponds with the date of the auditor's report. There were no subsequent events requiring disclosure.

GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2010 and 2009

NOTE 3. UNCONDITIONAL PROMISES TO GIVE

The Organization's promises to give consist of amounts that will be received subsequent to December 31, 2010. Promises to give receivable in more than one year are discounted at 4.5%. The Partnership evaluates collection history annually and has determined that no allowance for doubtful promises is required.

Unconditional promises to give at December 31 are as follows:

	<u>2010</u>	<u>2009</u>
Receivable in less than one year	\$ 116,500	\$ 73,500
Receivable in one to five years	-	50,000
Total unconditional promises to give	116,500	123,500
Less discounts to net present value	-	(2,150)
Net unconditional promises to give	<u>\$ 116,500</u>	<u>\$ 121,350</u>

NOTE 4. PROPERTY AND EQUIPMENT

Property and equipment consist of the following at December 31:

	<u>2010</u>	<u>2009</u>
Furniture and equipment	\$ 64,925	\$ 64,925
Leasehold improvements	9,500	9,500
	74,425	74,425
Accumulated depreciation	(54,587)	(46,559)
Total	<u>\$ 19,838</u>	<u>\$ 27,866</u>

Depreciation expense was \$8,028 and \$7,380 for the years ended December 31, 2010 and 2009, respectively.

NOTE 5. DONATED ASSETS AND SERVICES

The Organization recognized donated assets and service revenue in the amount of \$0 and \$54,334 for the years ended December 31, 2010 and 2009, respectively, from surrounding companies and organizations. These donated assets and services updated the Organization's computer equipment and benefited the annual bus trip across Georgia.

GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2010 and 2009

NOTE 6. OPERATING LEASES

The Organization leases office facilities from the Georgia Chamber of Commerce, Inc. (an affiliate), vehicles, and office equipment under noncancellable operating lease agreements expiring on various dates through 2016. Total rental expense under these leases for the years ended December 31, 2010 and 2009 was \$79,452 and \$76,598, respectively. Minimum annual payments under these leases are as follows:

December 31,	
2011	\$ 82,195
2012	75,516
2013	75,481
2014	68,508
2015	70,249
Thereafter	<u>27,607</u>
Total	<u>\$ 399,555</u>

NOTE 7. BENEFIT PLAN

The Organization contributes 10% of gross salaries to a Simplified Employee Plan (SEP) for all employees except for the President. The President's salary and benefits are paid by an unrelated organization. The Organization reimburses the third-party for the President's compensation. Employees are immediately 100% vested in employer contributions. The Organization's contributions under the SEP plan during the years ended December 31, 2010 and 2009 were \$40,371 and \$42,398, respectively.

NOTE 8. DESIGNATED NET ASSETS

The Board of Directors of the Organization designated \$200,000 for the Next Generation School Project in 2005 to help cover research costs that were unfunded. As of December 31, 2010 and 2009, the remaining designated amounts were \$0 and \$44,167, respectively.

GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2010 and 2009

NOTE 9. TEMPORARILY RESTRICTED NET ASSETS AND CASH

Temporarily restricted net assets are available for the following purposes:

	<u>2010</u>	<u>2009</u>
Operations for subsequent years	\$ 100,000	\$ 100,000
Georgia Leadership Institute for School Improvement	-	1,273,257
	<u>\$ 100,000</u>	<u>\$ 1,373,257</u>

The Organization received significant amounts of cash donations that were restricted for specific programs. Restricted cash consisted of the following at December 31:

	<u>2010</u>	<u>2009</u>
Operations for subsequent years	\$ 100,000	\$ -
Georgia Leadership for School Improvement	-	1,272,022
	<u>\$ 100,000</u>	<u>\$ 1,272,022</u>

Unrestricted cash and cash equivalents are available for the following December 31:

	<u>2010</u>	<u>2009</u>
Operations	\$ 2,573,639	\$ 2,757,555
Georgia Leadership for School Improvement	1,907,958	1,177,617
Next Generation School Project	122,076	189,788
	<u>\$ 4,603,673</u>	<u>\$ 4,124,960</u>

The Organization is the fiscal agent for public/private partnerships and initiatives as disclosed in Note 1. The Georgia Leadership Institute for School Improvement and Next Generation School Project funds are available for training programs for school leaders, community planning work and research for school improvement.

GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION, INC.

NOTES TO FINANCIAL STATEMENTS

December 31, 2010 and 2009

NOTE 10. CONCENTRATION OF CREDIT RISK

Financial instruments that potentially expose the Organization to concentrations of credit risk consist primarily of cash equivalents and unconditional promises to give. The Organization has not experienced any losses on its cash equivalents or unconditional promises to give. Uninsured cash totaled \$0 for both years ending December 31, 2010 and 2009, respectively. As of January 1, 2009, the Organization eliminated the risk by participating in a new F.D.I.C. program that insures all the qualifying funds held at a participating bank.

The majority of the Organization's support comes from two donors. The contributors are large Foundations that have a history of fulfilling promises made.

NOTE 11. RELATED PARTY TRANSACTIONS

The Organization is affiliated with the Georgia Chamber of Commerce, Inc. Some board members of the Georgia Chamber of Commerce, Inc. also are members of the Organization's board of directors. As mentioned in NOTE 6, the Organization leases office space from the Georgia Chamber of Commerce, Inc. The Organization maintains a conflict of interest policy pertaining to board and committee members. Transactions between the Organization and board members typically are limited to contributions and reimbursement of expenses incurred by board members related to necessary travel to conduct business on behalf of the Organization.

Appendix D

References

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